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ABSTRACT

This report presents the results of a survey of a pilot group of 19 community colleges as compared with 48 urban-commuter institutions. Tables 1-8 describe the sample of community colleges in terms of their enrollment, highest degree granted, accreditation group, location, ethnic predominance, and students housed. Data is also presented from the urban-commuter group. It may be noted that the community college sample is drawn from coedicational, public, predominantly white institutions. The succeeding parts of the survey concern the principal student affairs officer and student affairs organizational patterns. The data presented, while by no means definitive, do suggest there are unique characteristics that differentiate the administration of student affairs of community colleges from urban-commuter institutions. Appendixes contain the rationale and research design for the study and results of the survey of student affairs officers. (Author/PG)

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ADMINISTRATION OF STUDENT AFFAIRS AT COMMUNITY COLLEGES AS COMPARED WITH URBAN-COMMUTER INSTITUTIONS

By

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Technical Report Number 2

February, 1974

Submitted to the

TASK FORCE ON URBAN COMMUTER INSTITUTIONS,

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS

Gary Widmar, Chairman

and

Richard T. Wotruba, Chairman, Sub-Task Force
on Community Colleges

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ADMINISTRATION OF STUDENT AFFAIRS OF COMMUNITY COLLEGES AS COMPARED WITH URBAN COMMUTER INSTITUTIONS

Burns B. Crookston, Glenn C. Atkyns and Joseph S. Franek, Jr.*

I. INTRODUCTION

This is the second report prepared at the request of the Task Force on Urban Commuter Institutions of the National Association of Student Personnel Administrators and supported in part by a grant from that organization. This report presents the results of a survey of a pilot group of 19 two year community colleges as compared with 48 urban-commuter institutions. The data for the latter group were derived from a major research project designed to study the changes in leadership, organization and function that took place in the student affairs sector of American higher education during the period 1967-1972. The study, of which Crookston is principal investigator and Atkyns co-investigator, is supported by a grant from the University of Connecticut Research Foundation. The same instrument utilized for the main study was used to collect data from the pilot group of community colleges.

A. Procedure

The rationale, design and methodology for the main study (in progress) from which both the urban-commuter (UC) and community college (CC) studies were derived is found in Appendix A of this report. It should be noted here that for the main study 798 institutions selected from a universe of 1200 four-year, degree-granting schools were surveyed and 627 usable responses were received. Variables selected for the study were institutional size, type, sex, control, degrees offered, location, accreditation group, students housed and ethnic predominance.

* Technical assistance of Warren E. Doyle is acknowledged. Richard T. Wotruba collected the data from the community colleges utilized in this report.

The NASPA Task Force on Urban-Commuter Institutions, chaired by Gary Widmar, provided us with a list of 76 institutions of which 48 had provided data for the main study. The Sub Task Force on Community colleges, chaired by Richard T. Wotruba, identified a pilot group of community colleges to be surveyed utilizing the same instrument. Wotruba conducted the survey and provided us with the raw data for analysis by computer.

B. Definitions

Using the NASPA task force criteria, an urban-commuter (UC) institution must be located within a metropolitan area of a population of no less than 75,000 and at least 75 percent of the students must be commuters. Student affairs as used here is not limited to the historical definition of student personnel work as those programs, functions and services that bear on the lives of the students outside the classroom, laboratory and library, it may include other functions that contribute to the growth and development of students, including in the classroom and off campus as the case may be. Student affairs is chosen among several possible terms because it has become the most widely used descriptive term (See Appendix A), a fact that will be clearly established, both by this report and by the main study (Whether it is the most appropriate term is another issue). The Principal Student Affairs Officer (PSAO) is the highest ranking officer who reports administratively to the president or executive officer and whose administrative and program responsibilities are solely or largely devoted to student affiars.

A Caution. At this early stage of the processing and organization of data for the main study it is not possible to provide a definitive, in-depth analysis of a single part of it. For the most part only raw data for CC

pilot study and the 48 UC institutions are presented and briefly described. Occasionally some tentative comparisons can be made between the samples and with the main group. Any comparisons to other subgroups in the study are not yet possible. Such comparative data and analyses must await further work on the main study.

A summary report of the full study is scheduled for the NASPA annual conference in April, 1974. Other reports will become available as prepared. Because we are in the early stages of analysis this report should be viewed as preliminary.

It must be emphasized that the CC pilot group can not be viewed as a representative sample of community colleges. Any difference that might develop between the CC group and other populations must be regarded at this point as no more than suggestive of further study.

II. SAMPLE AND VARIABLES STUDIED

Distribution of variables. Tables 1 through 8 describe sample of community colleges (CC) in terms of their enrollment, sex, control highest degree granted, accreditation group, location, ethnic predominance and students housed. Data is also presented from the main study of 627 institutions and the urban commuter (UC) group.* Note that no attempt has been made to make the community college sample statistically representative as has been done with the main study. It may be noted the community college sample is drawn from coeducational, public, predominantly white institutions.

* See Crookston, B. B., Atkyns, G. C. and Franek, J. S. Jr., Administration of Student Affairs at Urban Commuter Colleges and Universities. Technical Report No. 1. NASPA January 1974.

Table 1

STUDENTS ENROLLED

Number	CC Group		UC Group		Total Group	
	N	%	N	%	N	%
1-999	0	0	5	10.5	102	16.3
1000-4999	10	53	13	27	265	42.6
5000-9999	6	32	6	12.5	117	18.5
10,000 +	3	15	24	50	143	22.6
TOTAL	19		48		627	

Table 2

SEX

Type	CC Group		UC Group		Total Group	
	N	%	N	%	N	%
Men	0	0.0	1	2.1	26	4.1
Women	0	0.0	1	2.1	45	7.2
Coeducational	19	100.0	46	97.8	556	88.7
TOTAL	19		48		627	

Table 3

TYPE OF CONTROL

Control	CC Group		UC Group		Total Group	
	N	%	N	%	N	%
Public	18	94.7	36	76.6	283	45.1
Independent (Private)	1	5.3	4	8.5	116	18.5
Denominational	0	00.0	6	12.8	135	21.5
Roman Catholic	0	00.0	2	4.3	93	14.8
TOTAL	19		48		627	

Table 4

HIGHEST DEGREE GRANTED

Degree	CC Group		UC Group		Total Group	
	N	%	N	%	N	%
Bachelors			14	29.8	229	36.5
Master's			16	34.0	226	36.0
Doctorate			18	38.3	172	27.3
Associates	19	100.0	00	00.0	000	00.0
TOTAL	19		48		627	

Table 5

ACCREDITATION REGION

Region	CC Group		UC Group		Total Group	
	N	%	N	%	N	%
New England	3	15.8	0	0	46	7.3
Middle States	4	21.1	5	10.6	135	21.5
Southern	4	21.1	11	23.4	149	23.8
North Central	6	31.6	28	59.6	220	35.1
Northwest	0	00.0	2	4.3	31	4.9
Western	2	10.5	2	4.3	40	6.4
TOTAL	19		48		627	

Table 6

ACCREDITATION REGION

Region	CC Group		UC Group		Total Group	
	N	%	N	%	N	%
New England (Mc NH Vt Ma RI Ct)	3	15.8	0	0	46	7.3
Middle Atlantic (Ny Pa NJ D Md WV)	4	21.1	4	8.5	121	19.3
Southeast (Ky Va Tn NC SC F Ga Al Ms La Pr VI)	2	10.5	12	25.5	141	22.5
Midwest (Mn Wi Mi O In Il Mo Io)	3	15.8	21	44.7	156	24.9
Southwest (Ar Ok Tx NM Az)	4	21.1	5	10.6	47	7.5
Mountain-Plains (ND SD Nb Ka Co Ut Wy Mt Id)	1	5.3	2	4.3	55	8.8
Western (Ak Ha Wa Or Ca Nv)	2	10.5	4	8.5	40	6.4

Table 7

ETHNIC PREDOMINANCE

Type	CC Group		UC Group		Total Group	
	N	%	N	%	N	%
Predominantly Black	0	00.0	6	12.7	27	4.3
" White	19	100.0	42	89.4	600	95.7

Table 8

STUDENTS HOUSED

Number	CC Group		UC Group		Total Group	
	N	%	N	%	N	%
1-999	0	0	16	33.0	262	41.8
1000-4999	0	0	1	2.1	252	40.2
5000-9999	0	0	3	6.3	47	7.5
10,000	0	0	0	0	7	1.1
None	19	100.0	28	58.5	32	5.1
No response	0	0			27	7.3

II. THE PRINCIPAL STUDENT AFFAIRS OFFICER (PSAO)

A. Title of Area Administered

Previous studies have indicated (Crookston 1974), that Student Affairs has emerged as the predominant term to describe the area of higher education known in the past as Student Personnel Services. Table 9 indicates that this is true for the urban commuter sample but not the case for the community college sample. 52.6 percent of the community colleges studied use the term student personnel to describe the area administered by the PSAO as compared to 12 percent of the main study.

Table 9

TITLE OF AREA ADMINISTERED BY PSAO

	Community College sample		Urban Commuter sample	
	N	%	N	%
Students	1	5.3	6	12.7
Student Affairs	2	10.5	31	65.9
Student Services	2	10.5	7	14.9
Student Development	0	0	1	2.1
Student Personnel	10	52.6	1	2.1

B. Title of PSAO

A significant proportion of PSAO's in both groups found in table 10 are called Dean of Students (32 percent of the urban commuter sample and 47 percent of the community college sample). The term student personnel continues to be used in the titles of 31.6 percent of community college PSAOs. This is considerably higher than found in an unpublished study (Crookston) of 40 two year NASPA institutions in 1972, all of which suggests further study.

Table 10

TITLE OF PSAO

	Community Colleges		Urban Commuter	
	N	%	N	%
Vice President for Student Affairs	0	0	11	23.4
Vice President for Student Services	0	0	3	6.4
Vice President for Student Personnel	0	0	1	2.1
Vice President for Development Services	0	0	1	2.1
Dean of Students	9	47.4	15	31.9
Dean of the College	1	53	1	2.1
Dean of Student Affairs	2	10.5	10	21.3
Dean of Student Services	0	0	1	2.1
Vice President and Dean for Student Affairs	0	0	2	4.3
Chancellor for Student Affairs	0	0	1	2.1
Provost for Student Affairs	0	0	1	2.1
Director of Student Services	0	0	1	2.1
Dean of Student Personnel	6	31.6	0	0
Director of Student Affairs	1	5.3	0	0

C. Appointment and Time in Office

The period 1967-1972 was a tenous one for top administrators of student affairs in institutions of higher education. Each respondent was asked to give the year of appointment to the present position. The year of appointment of the PSAO to the present position is shown in table 11. Eighty-five percent of the PSAO's in the urban commuter sample were appointed after 1966. This tremendous turnover is also reflected in the main study. The 58 percent of the PSAO's in the community college sample who were appointed during the period 1967-1972 suggests a somewhat more stable situation.

Table 11

YEAR OF APPOINTMENT TO POSITION OF PSAO

Year	Community College		Urban Commuter	
	N	%	N	%
1949			1	2.1
1951			1	2.1
1959	1	5.3		
1963			1	2.1
1964	1	5.3	1	2.1
1965	2	10.5	2	4.3
1966	1	5.3		
1967			3	6.4
1968	3	15.8	3	6.4
1969	1	5.3	10	21.3
1970	3	15.8	6	12.8
1971	2	10.5	10	21.3
1972	2	10.5	9	19.1
1973	2	10.5		

D. Mobility

About 40 percent of the community college PSAO's were promoted to their present position from another position held at the same institution. This is considerably less than the 65.9 percent in-house promotions reflected in the sample of urban commuter institutions. The percentages remain the same for second most recent position held. Only about ten percent of the respondents in the community college sample held all three positions at three different institutions. This suggests the two-year colleges are more likely to recruit PSAO's from the outside than the UC institutions.

E. Type of Previous Positions

The areas in which the PSAO worked in the two most recent previous positions are shown in table 12.

Table 12

AREA OF WORK OF PSAO IN TWO PREVIOUS POSITIONS HELD

Area	Community College		Urban Commuter	
Most recent potition	N	%	N	%
Academic	6	31.6	3	6.4
Student Affairs	7	36.8	30	63.8
Other areas of admin			10	21.3
School System	3	15.8	2	4.3
Ministry			1	2.1
Other			1	2.1
No response			1	2.1
Military	1	5.3		
Government service	1	5.3		
Second most recent position:				
Academic	1	5.3	9	19.1
Student Affairs	8	42.1	18	38.3
Other areas of admin	1	5.3	11	23.4
School system	2	10.5	2	4.3
Ministry			1	2.1
Business/Industry	1	5.3	2	4.3
Government service	1	5.3	1	2.1
Military	1	5.3		
No response	4	21.1	4	8.5

The solid professional background in student affairs that is manifested in 63 percent of the urban commuter PSAOs is not that strong in their community college colleagues. PSAOs in community colleges held their most previous position in either the academic or the student affairs sector. No significant trend is apparent here. Community college PSAOs were employed in many areas for their second most recent position, with the student affairs area predominating (42 percent), more than in the case of urban commuter PSAOs.

F. Age, Sex and Ethnic Classification

Table 13 indicates the age range of community college PSAO's to be from 33 to 63 years old compared to the urban commuter psao range of 29-64 years old. The CC group mean age of 47 was five years higher. Three community college PSAO's were women and 16 were men. There were 17 whites, one black and one Mexican American.

Table 13

AGE, SEX, AND ETHNIC CLASSIFICATION OF PSAO

Age	Community College		Urban Commuter	
	N	%	N	%
29			1	2.1
31			1	2.1
32			1	2.1
33	2	10.5	3	6.4
34			2	4.3
35			2	4.3
36			3	6.4
37	1	5.3	2	4.3
38			1	2.1
39			3	6.4
40	1	5.3	4	8.5
41	1	5.3	2	4.3
42	1	5.3	2	4.3
44	1	5.3	2	4.3
45			4	8.5
46			1	2.1
47	1	5.3	1	2.1
48	2	10.5	1	2.1
49	2	10.5	1	2.1
50			3	6.4
52			1	2.1
53			1	2.1
54	1			
55	2	5.3	2	4.3
56			1	2.1
57	1			
58	1			
60			1	2.1
63	1	5.3		
64			1	2.1
Mean age	47.4		42.4	
Median age	47.5		41.5	
Sex				
Female	3	15.8	4	8.5
Male	16	84.2	44	93.6
Ethnic Classification				
Mexican Amer.	1	5.3	0	00.0
Black	1	5.3	7	14.9
White	17	89.5	39	83.0
No response	0	00.0	2	4.3

G. Highest Degree Reported

The highest degrees reported by the PSAOs in both samples are as follows:

Table 14

HIGHEST DEGREE REPORTED PSAO

	Community College		Urban Commuter	
	N	%	N	%
BA, BS	0	0	2	4.3
First professional degree	0	0	1	2.1
Masters degree	11	57.9	15	31.9
Sixth year degree	1	5.3	0	0.0
Doctorate	7	36.8	30	63.8

The percentage of PSAO doctorates at urban commuter institutions is higher than that of the community colleges.

H. Field of Study

The formal academic preparation of PSAOs is reflected in the following table. The percentage obtaining their academic preparation in areas generally acknowledged as background for student affairs (education psychology counseling and guidance) is roughly the same for PSAO's at urban commuter institutions as among those at community colleges.

Table 15

FIELD OF STUDY FOR PRINCIPAL STUDENT AFFAIRS OFFICER

FOR HIGHEST DEGREE REPORTED

	Community College		Urban Commuter	
	N	%	N	%
Education	7	36.8	24	51.0
Psychology	1	5.3	3	6.4
Counseling and Guidance	5	26.3	7	14.9
Business	1	5.3	1	2.1
Arts and Humanities			5	10.6
Physical Sciences			2	4.3
Sociology			1	2.1
Other social sciences	2	10.5	4	8.5
Other			1	2.1
Health Professions	2	10.5		
Theology	1	5.3		

I. Membership in Professional Organizations

As is indicated below in Table 16, the typical PSAO at the community college samples belongs to several national organizations.

Table 16

MEMBERSHIP OF PSAO IN PROFESSIONAL ORGANIZATIONS

	Community College		Urban Commuter	
Name	N	%	N	%
Amer. Assoc. for Higher Educ.	3	15.8	23	48.9
Nat. Assoc. of Student Personnel Administrators	9	47.4	42	89.4
Amer. Col. Personnel Assoc.	9	47.4	26	55.3
Nat. Assoc. of Women Deans and Counselors	1	5.3	3	6.4
Amer. Assoc. of Univ. Administrators	1	5.3	3	6.4
American Psychological Assoc.			5	10.6
American Assoc. of Univ. Prof.			5	10.6

Community college PSAO's seem to prefer to join either NASPA or ACPA whereas urban commuter PSAOs seem to prefer NASPA. This is reflected again in table 17, which indicates the association to which the PSAO feels most strongly identified.

Table 17

ASSOCIATION TO WHICH PSAO IS MOST STRONGLY IDENTIFIED

	Community College		Urban Commuter	
Group	N	%	N	%
AAHE	1	5.3	2	4.3
NASPA	3	15.8	20	42.6
ACPA	3	15.8	2	4.3
APA			2	4.3
other	1	5.3	12	25.5
no response	11	57.9	10	21.3

Table 18

MOST VALUABLE PROFESSIONAL MEETING ATTENDED IN 1972

	Community College		Urban Commuter	
Group	N	%	N	%
AAHE	1	5.3	2	4.3
NASPA	2	10.5	13	27.7
ACPA	1	5.4	1	2.1
NAWDC			2	4.3
APA			1	2.1
other	6	31.6	13	27.7
no response	9	47.4	17	36.1

The "other" categories generally referred to regional or state groups and meetings. Professional meetings may also be broken down into national regional and state meetings.

Table 19

NUMBER OF NATIONAL, REGIONAL AND STATE PROFESSIONAL MEETINGS ATTENDED BY PSAO 1971-1972

Type of meeting	Number	Community College		Urban Commuter	
		N	%	N	%
National	none	0	0	6	12.8
	one	8	42.1	16	34.0
	two	2	10.5	16	34.0
	three	0	0	6	12.8
	four	0	0	1	2.1
	no response	9	47.4	3	6.4
Regional	none	0	0	16	34.0
	one	6	31.6	18	38.3
	two	2	10.5	9	19.1
	three	0	0	1	2.1
	four	0	0	1	2.1
	no response	11	57.9	3	6.4
State	none	0	0	14	29.8
	one	10	52.6	20	42.6
	two	3	15.8	6	12.8
	three	0	0	14	29.8
	four	0	0	1	2.1
	no response	5	26.3	4	8.5

The typical PSAO at both the urban commuter and the community college sample institution attended one meeting at each level (national regional and state) during the year 1971-1972. Over 50% of the community college PSAO s attended two professional meetings at the national and state level. This is the case for urban commuter PSAO at all three levels.

J. Appointment and tenure

Four out of five community college PSAOs indicated their appointment was full-time administrative with no teaching or other faculty responsibilities. The length of appointment for all at the community college PSAO level is a full twelve months. One-fifth reported their position was tenured. As Table 20 indicates 65.9 percent of the urban commuter PSAOs have academic rank ranging from instructor to professor as compared to 36.9 percent of the community college PSAOs.

Table 20

ACADEMIC FACULTY STATUS OF PSAO

	Community Colleges		Urban Sample	
Status	N	%	N	%
No faculty rank	9	47.4	11	23.4
Instructor			3	6.4
Assistant Professor	1	5.3	9	19.1
Associate Professor	3	15.8	8	17.0
Professor	3	15.8	11	23.4
Administrative title (ex officio)	1	5.3	4	8.5
Other			1	2.1
No response	2	10.5	2	4.3

Table 21

AREA OF ACADEMIC APPOINTMENT

	Community Colleges		UC Sample	
Area	N	%	N	%
Education			15	31.9
Psychology	1	5.3	3	6.4
Arts and Humanities	1	5.3	4	8.5
Business			1	2.1
Biological Sciences	2	10.5	1	2.1
Physical Sciences			1	2.1
Sociology			1	2.1
No response	15	78.9	19	40.4
Other Social Sciences			2	4.3

II. STUDENT AFFAIRS ORGANIZATIONAL PATTERNS

A. Student Affairs Organization: PSAO and Above

One of the interests of the main study as well as the selected group of 19 community colleges and the 48 urban commuter institutions was to determine the type of organizational pattern existing in the respective institutions now and in 1967. The focus for this was the position of principal student affairs officer (PSAO).

In viewing the organization of community college and urban commuter institutions from the level of principal student affairs officer and above, two distinct patterns emerge. The first, Type A, referred to as "centralized single line", is characterized by the PSAO reporting directly to the president and on the same level as the other first line institutional officers (see Appendix B for

charts). A variation is type AA which has the PSAO report to the president through another institutional official such as the chief academic officer, chief business officer, or another officer directly on line below the president of the institution such as the administrative vice president or vice president for development or public relations.

The second, Type B, is referred to as centralized double echelon, is characterized by the principal student affairs officer reporting to an executive officer of the institution who in turn reports directly to the president. A variation, Type BB, has the principal student affairs officer report to the executive officer through another institutional officer directly below the executive officer, such as the chief academic officer, chief business officer, administrative vice president or vice president for development or public relations.

The third pattern, Type C, may be characterized as "decentralized". A number of variations were identified in the major study. They are: all or most student services report directly to the president, all or most student services report to an executive officer (provost, vice president or dean of the institution), the PSAO reports to the president but is on a line below the other principal officers of the institution, the principal academic officer of the institution is also the PSAO, PSAO reports to the president and to the principal academic officer of the institution and, finally, a system of coordinate officers, usually dean of men and dean of women.

Table 22

PRESENT STUDENT AFFAIRS ORGANIZATION PSAO AND ABOVE

Type		Community College		Urban Commuter	
		N	%	N	%
A	Centralized, single line	11	57.9	41	87.2
AA	Centralized, single line (but PSAO reports through chief academic officer of the institution	3	15.8	7	14.9
B	Centralized, double echelon	3	15.8		
BB	Centralized, double echelon but PSAO reports through chief academic officer of the institution	1	5.3		
C	PSAO reports to the president of the institution but is on a line below the other principal officers of the institution	1	5.3		

Table 23

STUDENT AFFAIRS ORGANIZATION IN 1967

Type		N	%	N	%
A	Centralized, single line	13	68.4	39	83.0
AA	Centralized single line but PSAO reports through chief academic officer of the institution			6	12.8
B	Centralized, couble echelon	1	5.3		
BB	Centralized, double echelon but PSAO reports through chief academic officer of the institution	1	5.3		
C	PSAO reports to the president of the institution but is on a line below the other principal officers of the institution	1	5.3	1	2.1
	Unknown			2	4.3
	No response	3	15.8		

Tables 22 and 23 indicate that the predominant student affairs organizational pattern at both community college and urban commuter institutions is Type A - centralized, single line, in which the PSAO reports directly to the president. The centralized single line pattern, Type AA, with the PSAO reporting through the chief academic officer of the institution who, in turn, reports directly to the president appears at both types of institutions in 1972 but not at the community college level in 1967.

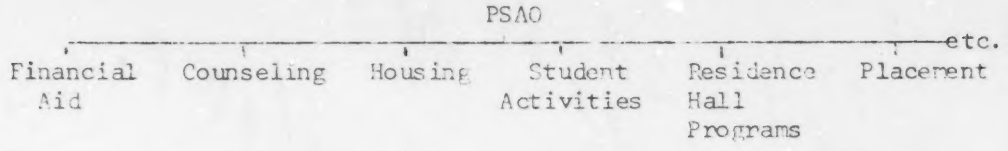
B. Student Affairs Organization: PSAO and Below

In viewing the organization of community college and urban commuter institutions from the principal student affairs officer and below level, five distinct patterns are presented below. Type 1, centralized single line, is characterized by all areas reporting directly on line to the PSAO. (Please note that the departments described such as financial aid, counseling and housing do not represent all the possibilities but are simply examples of departments reporting to the PSAO).

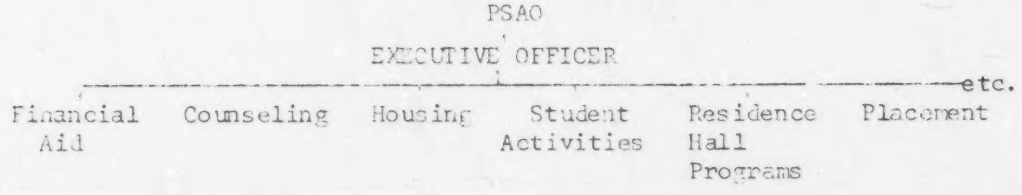
Type 2 double echelon, is characterized by areas reporting to an executive officer who reports directly to the PSAO. Type 3, multiple double echelon, is characterized by departments reporting to supervisors who report to the PSAO. Type 4 is a system of co-ordinate offices reporting to the PSAO. The fifth is decentralized, with student services reporting to officers other than the PSAO or no PSAO at the institution.

ADMINISTRATIVE RESPONSIBILITY OF THE PRINCIPAL STUDENT AFFAIRS OFFICER (PSAO AND BELOW)

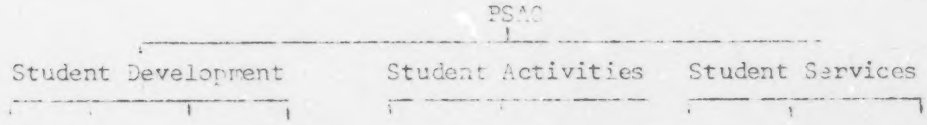
Type 1. Centralized: Single Line



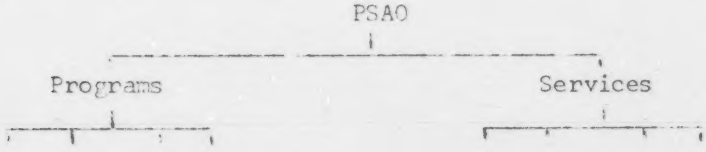
Type 2. Centralized: Double Echelon



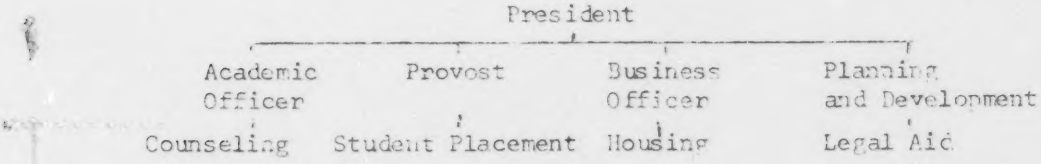
Type 3. Decentralized. Three Areas



Type 4. Decentralized two areas



Type 5. Decentralized student services report to officers other than the PSAO or no PSAO at the institution



Type 6. Under Reorganization

Type 7. Unknown

Table 24

PSAO's ADMINISTRATIVE RESPONSIBILITY CHART (presently)

Type	Community College		Urban Commuter	
	N	%	N	%
Centralized, single line	11	57.9	38	80.9
Centralized, double echelon	5	26.3	7	14.9
Centralized, multiple double echelon	3	15.8	2	4.3
No reply			1	2.1

Table 23 PSAO's Administrative Responsibility Chart 1967

Centralized, single line	8	42.1	35	74.5
Centralized, double echelon	5	26.3	2	4.3
Centralized, multiple double echelon	1	5.3	5	10.6
Decentralized-student services Report to officers other than The PSAO at the institution			1	2.1
Unknown	4	21.1	3	6.4
No response			1	2.1
Other			1	2.1
Under re-organization	1	5.3		

Tables 22 and 23 indicate that the predominant student affairs organizational pattern at urban commuter and community college institutions from the principal student affairs officer down is centralized, single line (chart 1), in which department or area heads report directly to the principal student affairs officer. The tables indicate that little change has taken place in either sample from the PSAO down since 1967. A greater variation in organizational patterns was expected.

III. FUNCTIONS IN STUDENT AFFAIRS

A list of 84 programs, services, activities and other functions that might be included within the administrative or program responsibilities of the PSAO was included in the study. Respondents were asked to indicate the sector of

responsibility (student affairs, academic business, other or combinations thereof) for each function. A detail of the responses is included in Appendix C.

Table 25 compares the functions that were viewed by at least a majority of the community college respondents as solely that of the PSAO of the organization headed by the PSAO with the responses of the urban-commuter sample.

A. Functions of PSAO

Table 25

FUNCTIONS AS SOLE RESPONSIBILITY OF PSAO OR PSAO ORGANIZATION AT MAJORITY OF INSTITUTIONS OR HIGHER

Function	Community Colleges		Urban Commuter	
	N	%	N	%
Counseling: general	18	94.7	40	85.1
Counseling: personal	18	94.7	40	85.1
Health Service	18	94.7	40	85.1
Advising: student government	17	89.5	44	93.6
Advising: student activities	16	84.2	44	93.6
Orientation	16	84.2	35	74.4
Counseling: vocational	16	84.2	33	70.2
Counseling: marital and family	16	84.2	40	85.1
Testing: personal, vocational	16	84.2	34	72.3
Financial aid	16	84.2	33	70.2
Student discipline	16	84.2	41	87.2
Advising: student organizations	14	73.7	43	91.5
Admissions	14	73.7	17	36.1
Student records: personnel	14	73.7	45	95.7
Food service	14	73.7	7	14.9
Student union: program	14	73.7	35	74.4
Placement	14	73.7	35	74.4
Scholarship awards	14	73.7	24	51.0
Registration	13	68.4	11	23.4
Student records: academic	13	68.4	12	25.5
Student employment	13	68.4	33	70.2
Student withdrawals	13	68.4	18	38.2
Student readmissions	13	68.4	6	12.8
Intramural sports	12	63.2	9	19.1
Recreation	11	57.9	20	42.6
Drug education program	11	57.9	26	55.3
Advising: academic - freshman	10	52.6	3	6.4
Advising: academic - sophomore	10	52.6	2	4.3
Foreign students: advising/program	10	52.6	38	80.8
Intercollegiate athletics	10	52.6	4	8.5
Student newspaper	10	52.6	23	48.9

Comparisons between the community college and urban-commuter samples suggest the former appear the more comprehensive with higher percentages in functions more closely related to academic areas. There are marked differences in percentages in food service, student withdrawels and readmissions, intramural sports, intercollegiate athletics, and academic advising, the community colleges listing these functions more frequently.

B. Functions shared by PSAO and Academic Sector

Many functions are the joint responsibility of the student affairs and academic sectors. Table 26 represents a listing of them.

Table 26

FUNCTIONS VIEWED AS A SHARED RESPONSIBILITY BETWEEN THE STUDENT AFFAIRS AND ACADEMIC SECTORS (over 10 percent)

	Community College		UC Sample	
Item	N	%	N	%
Advising: academic-freshman	8	42.1	16	34.0
Advising: academic-sophomores	8	42.1	9	19.1
Advising: academic-upperclass			9	19.1
Advising: student organizations	4	21.1	4	8.5
Orientation	1	5.3	10	21.3
Registration	2	10.5	4	8.5
Student records: academic	2	10.5	2	4.3
Cultural programs and events	8	42.1	22	46.8
Counseling: vocational	2	10.5	5	10.6
Placement	2	10.5	2	4.3
Scholarship awards	4	21.1	12	25.5
Foreign students: advising/program	5	26.3	1	2.1
Minority programs: academic	2	10.5	3	6.4
Drug education program	2	10.5	7	14.9
Sex education program	4	21.1	6	12.8
Data Processing			11	23.4
General education	2	10.5	1	2.1
Unclassified students	2	10.5	4	8.5
Students on academic probation	6	31.6	13	27.6
Student academic dismissals	4	21.1	6	12.8
Student withdrawals	3	15.8	13	27.6
Student readmissions	4	21.1	13	27.6
Study skills	8	42.1	10	21.3
Remedial reading	1	5.3	7	14.9
Parent relations	1	5.3	8	17.0
Intramural sports	1	5.3	5	10.6
Intercollegiate athletics	2	10.5	1	2.1

One out of every three urban commuter institutions view freshman academic advising and cultural programs and events as shared responsibility items between the student affairs sector and the academic sector. This is also true of the community college sample.

C. Functions Added to Student Affairs Since 1967

Thirty-five of the 48 urban-commuter institutions and fifteen of 19 community colleges reported the addition of one or more program functions, services, offices or departments to student affairs during the 1967-1972 period. Some of these were newly created, others transferred to student affairs from another part of the institution.

Table 27

FUNCTIONS ADDED

Function	CC	UC
	N	N
Advising: academic-freshman	3	2
Advising: academic-upperclass	2	
Advising: student activities		4
Orientation		2
Counseling: general	2	6
Counseling: personal	1	1
Counseling: vocational	1	1
Counseling: marital/family		1
Testing: personal and vocational	1	
Housing: program		2
Housing: management		2
Off campus housing service		1
Student union: program	1	3
Student union: management		3
Financial aid	5	
Placement	3	
Health Service	4	3
Foreign students: advising/program		2
Minority programs: academic	2	
Minority programs: non-academic		6
Ombudsman	1	
Intramural sports	1	
Alumni office/programs		2

Table 27 (cont.)

Function	CC	UC
	N	N
Drug education program		3
Student discipline		3
ROTC or veterans program	2	6
Residential college		1
Living learning programs		1
Lower division		3
Students on academic probation	1	1
Human relations center		3
Student activities	1	1
Resident assistant program	1	
Student affairs	2	2
Career planning	1	2
Volunteer programs		4
Affirmative action programs	1	2
Other		5

The above list shows a number of student affairs functions such as counseling, housing, union, health service were added with new programs of that period such as minority programs and drug education.

D. Functions abolished

Twenty-one urban commuter schools reported the abolishment of one or more functions, programs, or services while this was true of only two of the community colleges. Psychiatry and student activities were abolished at the community college level.

E. Services Operated by Private Contractors

The number reporting services operated by outside contractors:

18 urban commuter schools

15 community colleges

Service	CC	UC
	N	N
Food service	8	1
Vending machines	9	0
Bookstore	2	1
Custodial in residence halls		1
Psychological services	1	

IV. RECOMMENDATION

The data presented on the nineteen community colleges studied, while by no means definitive or representative of two year or community colleges generally, do suggest there are unique characteristics that differentiate the administration and functions of student affairs of community colleges from urban-commuter institutions, and, on the basis of preliminary data, from the main study of four year colleges and universities. It is recommended that a more representative sample of community colleges be studied and compared with other types of institutions on which definitive data are now available in the main study.

APPENDIX A

RATIONALE AND RESEARCH DESIGN FOR THE STUDY OF LEADERSHIP ORGANIZATION AND ADMINISTRATION OF STUDENT AFFAIRS IN AMERICAN HIGHER EDUCATION, 1967-1972.

A. Introduction

This is a study of the changes in leadership and organizational patterns that have taken place in the student affairs sector of American higher education during the period of 1967-1972. Of particular interest is what happened to the principal student affairs administrator through this period of turmoil, stress and change, how much turnover has occurred, whether different qualifications are being sought for the position and what changes were made in the organization of Student Affairs?

The term student affairs is used herein to define those programs, functions and services that bear on the lives of the student outside the classroom, laboratory and library which historically have been known as student personnel work, a term increasingly replaced by the title student affairs during the past decade, particularly at the larger institutions (Crookston, 1974).

Although the functions related to student affairs have a long history in American higher education they were not staffed or coordinated in any substantial degree until the nineteen twenties. In the mid thirties Cowley (1937) predicted a trend toward central administration of student affairs that indeed became firmly established by 1960 (Blasser and Crookston, 1960, Williamson, 1961). A similar trent toward centralization of offices and facilities was noted (Crookston, 1964).

In a study conducted in 1962 Ayers, Tripp and Russell (1966) found the great majority of institutions had a person identified as the chief student

services officer, but there was wide divergence in the number of programs and services included in the span of responsibility of that officer.

The increasing size and complexity of many universities, together with the growth and development of student programs and services led many institutions to create the position of vice president of student affairs, sometimes in place of, and sometimes in addition to the dean of students. Early in the sixties Ayers, Russel and Millett (1962) suggested such a division of student affairs headed by a vice president, who, along with academic, business, and public relations vice presidents, would report directly to the president. A study a decade later (Crookston, 1972) indicated most of the larger institutions had vice presidents for the student affairs sector.

While there were a number of studies related to the organization and administration of student affairs reported prior to 1960 (Blasser and Crookston, 1960), a decade later Mayhew (1971) lamented that the decade of the sixties was not similarly productive. Although Ladd (1970) reported a number of institutions had undertaken self-studies since the outbreak of student protest in the late sixties. Understandably, interest in studying mundane administration had given way to the more glamorous attractions that awaited the examination of researchers — forces that were busily at work toward changing the face of higher education.

As the drama of the sixties unfolded, student affairs found itself an unwilling character on center stage. Probably no other sector in higher education was more deeply affected by the events that unfolded. To student affairs, the most critical of these developments was the demise of *in loco parentis*, the time-honored collegial function of acting "in the place of the parent," which yielded to a frontal assault by students of a new age,

to court decisions, and, more recently, to the enfranchisement of students at eighteen. Among the results have been the recognition of student rights and freedoms as citizens, the necessity of the college to observe certain amenities of procedural due process in matters of student discipline, and greater involvement of students in institutional governance and policy-making.

The effect of these changes on student affairs has been most pronounced in methodology. Under the old student personnel (in loco parentis) approach staff would wait passively until a problem developed, then react by applying counseling, mental health, or advising skills as needed to correct or ameliorate the situation. Staff set rules and expectations, then reacted to offenders by punishing, imposing conditions, paternalistic counseling, or rehabilitation (Crookston, 1969, 1970). By the mid sixties this method had demonstrated inadequacies, critical among which was role conflict among staff, which resulted in experimentation with other approaches (Oetting, 1967, Morrill, Ivey, and Oetting 1968, Ivey and Morrill, 1970).

The conflict in role and function is even more pronounced in the case of the principal student affairs administrator. As dean of students (or vice president) he was at once a boundary sitter, attempting to mitigate conflict between student, faculty and administration (Crookston 1971) while attempting to explain and interpret one to the other (Silverman, 1971); an administration control agent, disciplinarian, counselor, and administrator of an often large university division, and a facilitator of student growth and development. Student activists charged that the dean of students should represent their interests, not those of the establishment. But as more deans became vice presidents the greater was the predictable tendency of the president to assume the vice president for student affairs was a member of

his "team", and not the student's advocate (Hodgkinson, 1970). Needless to say, as the tempo of activism increased, so also did the turnover in the office of the student affairs administrator.

These conflicts and tensions surrounding the work of the principal student affairs administrator, coupled with multiple external and internal pressures on the universities to change has created much uncertainty and confusion. There are those who suggest the principal educative functions of student affairs should become a part of a developmentally oriented academic program (Koile, 1966, Crookston, 1970; Hurst and Ivey, 1971 Parker, 1971; Rickard, 1972). Others question the continued existence of the various components of student affairs (Penney, 1969, McConnell, 1970, Emmett, 1971, Lavender, 1972, Hecklinger, 1972), while a third group argue for more administrative effectiveness in existing structures to be modified as needed (Kaufman, 1970, Perry, 1966, Patzer, 1972). There uncertainties were reflected in a recent report of the Commission of Professional Development of the Council of Student Personnel Associations (1971) in which three training models were suggested for professional preparation of college student development educators: administrative, academic, and consultative.

All these developments underscore the need for baseline data on the organization and administration of student affairs programs at this time which will locate changes since 1967 and can be used to identify trends or patterns, pin-point new developments for intensive study and hopefully contribute toward reconceptualization of the field.

B. Method

A questionnaire was designed to collect data from a selected sample of 793 institutions, approximately one-half of 1676 American colleges and

universities (1971) which were regionally accredited and offered the baccalaureate degree or beyond. A multiple mailing procedure developed for an earlier study which achieved a return exceeding ninety percent (Crookston, 1967) was utilized.

The sample studied differentiates institutions geographically and by size, degree, sex, accreditation control and number of students housed. The size of the sample, much larger than needed for statistical purpose, was chosen in order to adequately survey the great variety of organizational patterns and titles for student affairs officers known to exist (Crookston, 1972), as well as to identify possible regional differences. Since patterns of organization and administration set by the larger institutions are often followed at the smaller colleges, the sample included a higher percentage of the former.

The instrument was sent to the principal student affairs officer of each institution, who was identified by advance inquiry. Information elicited included personal data (education, training, age, sex, and prior experience), current status of position (title, faculty rank, tenure), administrative and educational responsibilities (programs, services, functions, teaching, research, line-staff relationships), changes in the positions (persons, title, duties experience and education and organization) that occurred from 1967 to 1972, and organizational or administrative changes in process, planned or anticipated.

Questionnaire responses were programmed for computor print-out and analysis. A summary report is to be sent to participating institutions.

The period 1967-72 was selected for this inquiry because it began with the end of a period of relative stability for student affairs administrators

(through 1966), includes the period of greatest stress and turnover in the office of principal student affairs administrator (1968-71), and ends with what could be the beginning of a period of relative stability, or the start of a major shift in goals, functions and organization of student affairs.

C. Significance of the Research

This study should provide, for the first time in more than a decade, definitive information on what has happened to the leadership organization and functions of student affairs in American higher education. The assessment of changes that have taken place over those five critical years can be analyzed in relation to earlier studies, thus providing historical perspective to changes observed during the more immediate past. The accumulation of baseline data should lead to further study and analysis in a number of areas of leadership, organization and administration of student affairs.

Of particular significance is the potential utilization of the research data as a step toward a reconceptualization of training programs for student affairs specialists in the field of higher education administration.

In sum, it is hoped and expected that the data to be derived from this study will contribute toward a reconceptualization of student affairs in higher education.

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APPENDIX B

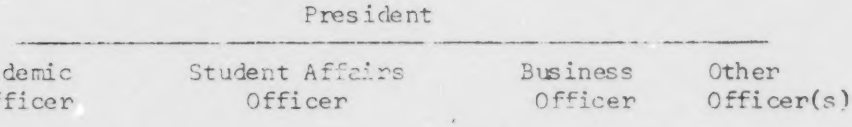
TYPE OF STUDENT AFFAIRS ORGANIZATION

The following instructions and accompanying diagrams were given each PSAO. Five organizational prototypes were presented. Allowances were made for variations, the principal ones of which have been added to the charts as indicated below.

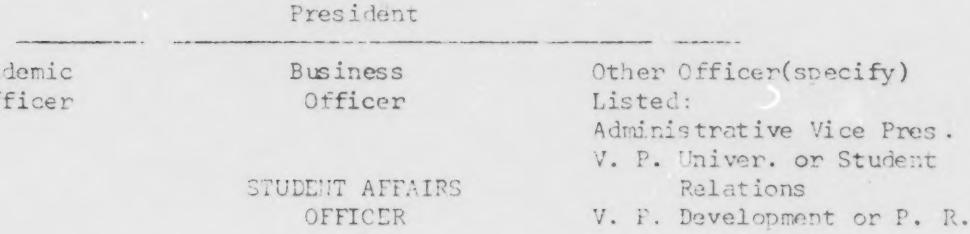
Student Affairs Organization

1. Below are presented four typical organizational patterns. Please check the type of organization that most closely resembles the present organization at your institution. Make any minor modifications needed to reflect your particular situation. If your organization is like type AA or BB, draw a line from the student affairs officer to the person to whom he answers administratively. If your organization is dissimilar to all models presented, please draw your organization chart under type C.

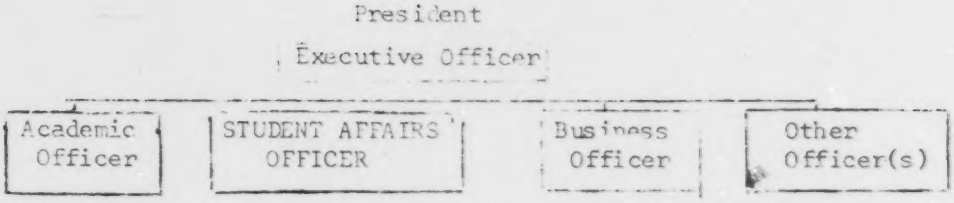
Type A



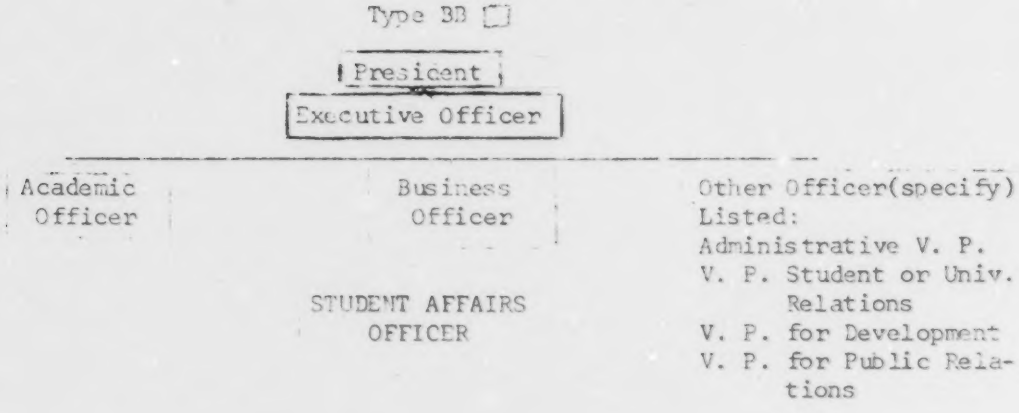
Type AA



Type B

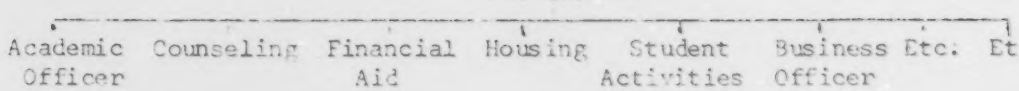


Type BB



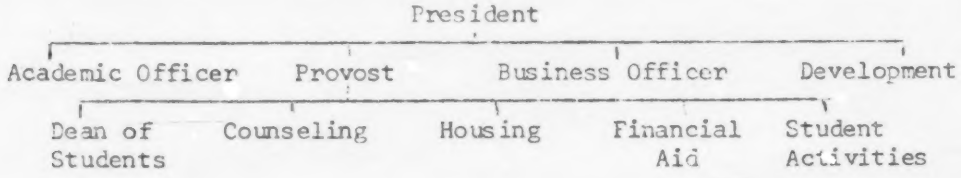
Type C

C.1 Dencentralized

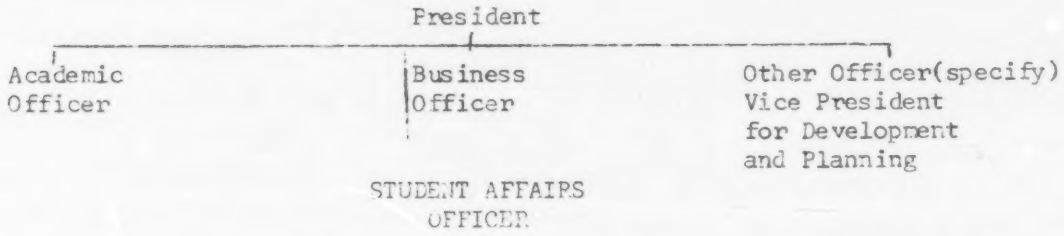


All or most student services report directly to the president.

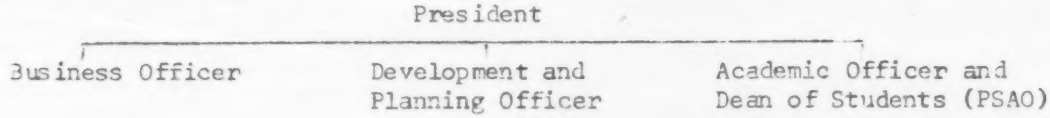
C.2 Decentralized-all or most student services separately report to an executive officer (provost, vice president or dean of the institution)



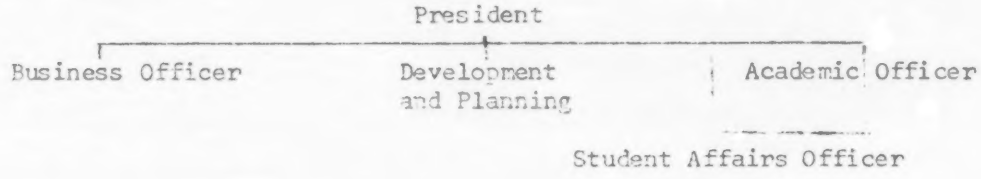
C.3 PSAO reports to the president but is on a line below the other principal officers of the institution



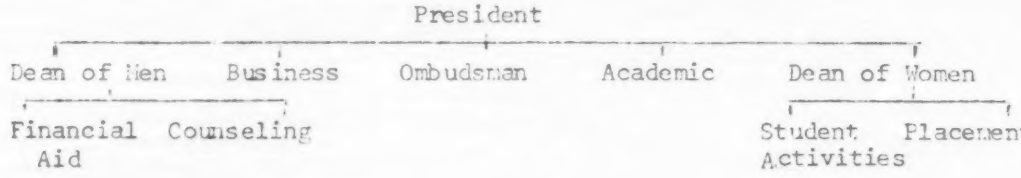
C.4 The Principal Academic Officer is also the Principal Student Affairs Officer



C.5 The PSAO reports to both the president and the principal academic officer of the institution



C.6 Centralized coordinate student affairs officers



APPENDIX C

FUNCTIONS FOR WHICH PSAO MAY BE RESPONSIBLE

Listed on the following chart are programs, services, functions, and activities that might be included within the administrative or program responsibilities of the principal student affairs officer (PSAO), or within the academic sector, the business sector or any combination therof. Functions that do not exist at particular institutions are given the designation "None". A key is provided below to interpret the data on the following pages. Please note that sector responsibility for a particular program service, function, or activity may rest with one, or jointly with another sector.

Key	Description
SA	Student Affairs Officer
AC	Academic Officer
BU	Business Office
O	Other officer (e.g. President Public Relations, Development)
SA-AC	
SA-BU	Joint responsability as above
SA-O	
Misc.	Miscellaneous
None	Function does not exist
NR	No Response

		SA	AC	BU	O	SA-AC	SA-BU	SA-O	MISC	None	NR
Advising: academic-freshmen	N	10	1			8					
	%	52.6	5.3			42.1					
Advising: academic-sophomores	N	10	1			8					
	%	52.6	5.3			42.1					
Advising: academic upperclass	N	1			1						1.7
	%	5.3			5.3						89.5
Advising: student activities	N	16			1	2					
	%	84.2			5.3	10.5					
Advising: student organizations	N	14			1	4					
	%	73.7			5.3	21.1					
Advising: student government	N	17			1	1					
	%	89.5			5.3	5.3					
Admissions	N	14	2		2	1					
	%	73.7	10.5		10.5	5.3					
Orientation	N	16	1			1					1
	%	84.2	5.3			5.3					5.3
Registration	N	13	2		1	2			1		
	%	68.4	10.5		5.3	10.5			5.3		
Student records: academic	N	13	2		2	2					
	%	68.4	10.5		10.5	10.5					
Student records: personnel	N	14		1	2	2					
	%	73.7		5.3	10.5	10.5					
Counseling: general	N	18				1					
	%	94.7				5.3					

		SA	AC	BU	O	SA-AC	SA-BU	SA-O	MISC	None	NR
Counseling: vocational	N	16	1			2					
	%	84.2	5.3			10.5					
Counseling: personal	N	18				1					
	%	94.7				5.3					
Counseling: marital/ family	N	16	1		1						1
	%	84.2	5.3		5.3						5.3
Psychotherapy	N	4	1		4						10
	%	21.1	5.3		21.1						52.6
Psychiatry	N	3	1		5						10
	%	15.8	5.3		26.3						52.6
Testing: personal and vocational	N	16	2					1			
	%	84.2	10.5					5.3			
Test scoring: academic	N	9	9			1					
	%	47.4	47.4			5.3					
Housing: program	N	2			1						16
	%	10.5			5.3						84.2
Housing: management	N			1	1						17
	%			5.3	5.3						89.5
Off-campus housing	N	3		1	1	1					13
	%	15.8		5.3	5.3	5.3					68.4
Food service	N	14			1		2		1		1
	%	73.7			5.3		10.5		5.3		5.3
Student union: program	N	14			1						4
	%	73.7			5.3						21.4
Student union: management	N	8		3	1		1				6
	%	42.1		15.8	5.3		5.3				31.6

		SA	AC	BU	O	SA-AC	SA-BU	SA-O	MISC.	None	NR
Cultural programs events	N	7	1		3	8					
	%	36.8	5.3		15.8	42.1					
Financial Aid	N	16		1			2				
	%	84.2		5.3			10.5				
Placement	N	14	1			2	1				1
		73.7	5.3			10.5	5.3				5.3
Student Employment	N	13		1		1	1		2		
	%	68.4		5.3		5.3	5.3		10.5		
Scholarship awards	N	14				4	1				
	%	73.7				21.1	5.3				
Health Service	N	18									1
	%	94.7									5.3
Foreign students: advising/program	N	10				5					4
	%	52.6				26.3					21.1
Campus police	N	5		10	2		1	1			
	%	26.3		52.6	10.5		5.3	5.3			
Campus fire department	N	1		3	2						13
	%	5.3		15.8	10.5						68.4
Bookstore	N	1		16	2						
	%	5.3		84.2	10.5						
Minority programs: academic	N	1	13		2	2					1
	%	5.3	68.4		10.5	10.5					5.3
Ombudsman	N	5			2						12
	%	26.3			10.5						63.2
Alumni:office/program	N	8			6	1					4
	%	42.1			31.6	5.3					21.1

		SA	BU	AC	O	SA-AC	SA-BU	SA-O	MISC	None	NR
Crisis center(drugs)	N	7			2						10
	%	36.8			10.5						52.6
Drug education program	N	11	1		2	2					3
	%	57.9	5.3		10.5	10.5					15.8
Sex education program	N	6	1		1	4		1		1	5
	%	31.6	5.3		5.3	21.1		5.3		5.3	26.3
Intramural sports	N	12	2		2	1		1	1		
	%	63.2	10.5		10.5	5.3		5.3	5.3		
Recreation	N	11	4		3						1
	%	57.9	21.1		15.8						5.3
Intercollegiate athletics	N	10	1		3	2					3
	%	52.6	5.3		15.8	10.5					15.8
Student discipline	N	16			2	1					
	%	84.2			10.5	5.3					
Student newspaper	N	10	4		2	1		1			1
	%	52.6	21.1		10.5	5.3		5.3			5.3
Student radio station	N	6	3		2						8
	%	31.6	15.8		10.5						42.1
Student yearbook	N	9	1		2			1			6
	%	47.4	5.3		10.5			5.3			31.6
Religious programs	N	7	1		3			1			7
	%	36.8	5.3		15.8			5.3			36.8
ROTC	N		4		2						13
	%		21.1		10.5						68.4
Library	N		13	1	2				1		2
	%		68.4	5.3	10.5				5.3		10.5

		SA	AC	BU	O	SA-AC	SA-BU	SA-O	MISC	None	NR
Freshman academic program	N	1	13		2	1					2
	%	5.3	68.4		10.5	5.3					10.5
General college	N	1	11		1	2			2		1
	%	5.3	57.9		5.3	10.5			10.6		5.3
Experimental college	N		10			2				1	6
	%		52.6			10.5				5.3	31.6
Residential college	N		2		1						16
	%		10.5		5.3						84.2
Living-learning program	N		5		1					1	12
	%		26.3		5.3					5.3	63.2
General education	N		14			2					3
	%		73.7			10.5					15.8
Lower Division	N	1	11			1				1	5
	%	5.3	57.9			5.3				5.3	26.3
Unclassified students	N	6	6			2		1		2	2
	%	31.6	31.6			10.5		5.3		10.5	10.5
Students on academic probation	N	9	3			6		1			
	%	47.4	15.8			31.6		5.3			
Student academic dismissals	N	7	7			4		1			
	%	36.8	36.8			21.1		5.3			
Student Withdrawals	N	13	2			3		1			
	%	68.4	10.5			15.8		5.3			
Student readmissions	N	13	1		1	4					
	%	68.4	5.3		5.3	21.1					
Study skills	N	4	7			8					
	%	21.1	36.8			42.1					

		SA	AC	BU	O	SA-AC	SA-BU	SA-O	MISC	None	NR
Remedial reading	N		17			1		1			
	%		89.5			5.3		5.3			
Remedial hearing	N		8		3						8
	%		42.1		15.8						42.1
Remedial speech	N		9		1	1					8
	%		47.4		5.3	5.3					42.1
Parent relations	N	7	2		2	1			2	1	4
	%	36.8	10.5		10.5	5.3			10.6	5.3	21.1
Public relations	N		2	1	8	1	1	1	3		2
	%		10.5	5.3	42.1	5.3	5.3	5.3	15.8		10.5
Public information	N		2		10	2			4	1	
	%		10.5		52.6	10.5			21.2	5.3	
Campus news bureau (non-student)	N		3	1	5	1				2	7
	%		15.8	5.3	26.3	5.3				10.5	36.8
Fund raising	N	2	1		4	1				2	8
	%	10.5	5.3		21.1	5.3				10.5	42.1
Institutional planning and development	N		1	1	7	1			6	1	2
	%		5.3	5.3	36.8	5.3			31.8	5.3	10.5
Institutional research	N		2		7	2		1	3	1	1
	%		10.5		36.8	10.5		5.3	15.8	5.3	5.3
Contracts and grants	N		2	2	5	2	1		6	1	
	%		10.5	10.5	26.3	10.5	5.3		31.8	5.3	
Computer	N		2	6	4				5	1	1
	%		10.5	31.6	21.1				26.4	5.3	5.3
Data Processing	N		3	6	4				6		
	%		15.8	31.6	21.1				31.8		

		SA	AC	BU	O	SA-AC	SA-BU	SA-O	MISC	None	NR
Environmental health and safety	N	3	3	3	3	1	2				4
	%	15.8	15.8	15.8	15.8	5.3	10.5				21.1
Personnel office: faculty	N	1	8	4	5				1		
	%	5.3	42.1	21.1	26.3				5.3		
Personnel office: non-faculty employees	N	1		8	5	1		1	1		
	%	5.3		42.1	26.3	5.3		5.3	15.8		
Other	N	2				1				16	
	%	10.5				5.3				84.2	
Dining Halls	N	1								18	
	%	5.3								94.7	
Human relations center	N									19	
	%									100.0	